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ABSTRACT

In order to review the state of the art of competency-based adult education (CBAE), it is necessary first to note the larger context of competency-based education (CBE). Many CBE program activities that predominate all educational levels focus on academic skills. Examples of activities that apply CBE-like principles to adults exist in several areas. College-level practice in CBE/CBAE tends toward a generic skills focus. Competency-based practice in business and insutry focuses on job competence and job competency assessment. Of great importance is the assessment center concept. The purpose of the center is to provide an objective, off-the-job evaluation of a person's developed abilities, potential, strengths, weaknesses, and motivation. CBAE has a functional skills focus with three recognized models of practice: credential-oriented systems, linkage systems, and adaptation systems. Adult education has produced a large amount of research in the CBAE area. Two studies that dealt with the overall use of CBAE and indicated extent of the practice were (1) a 1981 survey of state directors regarding extent of their commitment and (2) a study of state directors related to encouraging teachers to implement CBE/CBAE practices and use of the Adult Performance Level competency-based approach. (YLB)

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COMPETENCY-BASED ADULT EDUCATION--APPLIED

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COMPETENCY-BASED ADULT EDUCATION--APPLIED

Ruth S. Nickse, Ph.D.

Purpose

The purpose of this paper is to briefly discuss the state-of-the-art in an area of adult education known as CBAE, or "competency-based adult education." Activities which can be so labeled occur in the field of federally funded adult basic education. These programs serve adults through federally mandated programs administered by the states. The program's target population as defined by current legislation covers all individuals over the age of 16 who lack sufficient basic educational skills to function effectively in society and who are not currently required to be in school.

In order to review the state-of-the-art of CBAE as the title implies, it is necessary to note first, albeit briefly, the larger context of competency-based education, much of it involving adults, and then second, to examine that portion of the movement that is called "CBAE" or competency-based adult education. This is necessary to both define CBAE as an activity in its own right and to differentiate it from other kinds of CBE activities.

Background

Describing the competency-based education movement has been reported as not unlike the attempts of six blind men to describe an elephant because, from differing perspectives, a single attribute is used to define the whole.[1] Thus a state legislator and a high school principal may define CBE as an attempt to be responsive to issues of educational standards and accountability. Their focus will be on the advantages and disadvantages of minimum-competency testing as an attribute of CBE. An army educator, a training instructor in industry, and a college biology teacher might describe CBE as achievement through instruction which is based on clearly identified outcomes, rather than on course hours and credits or grades earned. A CBE scholar with an academic interest in the topic might define the CBE approach as nothing short of an educational revolution in which the roles of teacher and student are restructured in the interests of shared responsibilities for more effective teaching and learning. These are but three of the characteristics that have come to be associated with competency-based education; there are other characteristics as well. Because CBE practice is varied, the lack of consensus around a definition is appropriate. It is not simply just one pedagogic approach, but instead is, as Spady says in a seminal article even more clairvoyant than he perhaps intended, "a bandwagon in search of a definition."[2] CBE efforts do lack cohesion and a dominent theme. No common definition or conceptual or theoretical framework is shared by very many musicians on the bandwagon. The sound of CBE is not an orchestrated melody, but cacophony. Is this, then, bad music? No, but the sound is more like Stravinski than Beethoven.

Programs use the CBE title to label many types of practices. The variations in CBE activities occur because programs serve different populations, for different reasons, and through different organizational structures. CBE-like

activities are occurring in traditional programs that serve children and youth in grades K-12, and in colleges and proprietary schools that serve youths and mature adults. Soldiers stationed with the Seventh Army in Europe are receiving competency-based instruction in secondary high school academic subject matter, and both girl and boy scouts across the country are feverishly earning badges in one of the oldest extant models of CBE. Out-of-school youths and adults are learning basic academic and functional life-coping skills using competency-based instructional materials and are going on to earn regular high school diplomas through competency-based assessment programs like the New York State External High School Diploma Program. Therefore, to better understand just what these programs are doing and how they are doing it, a review of several perspectives and definitions of CBE might be appropriate, although they are not guaranteed to provide the definitive definition as there seems to be no such thing.

Perspectives and Definitions of CBE - Academic Skills Focus

In an attempt to define CBE, Goldhammer and Weitzel[3] differentiate patterns of CBE activities according to predominent educational levels and their programmatic content: public high schools - basic skills; post-secondary education - generic skills; and adult basic education - life-coping or functional skills. These content and level distinctions are helpful, but there are other classifying schemes that may make sense as well. For example, Gary Woditsch[4] notes that many competency-based programs focus on course-related competencies; others emphasize role performance and the important competencies attached to them; and some programs highlight generic competencies, however defined. Predictably, he continues, the elementary school teacher and the university professor are focused on a similar problem, because both are concerned with transmitting course-related competencies. Their efforts are based on enhancing the acquisition of basic academic knowledge, and they share common concerns as they teach. But a high school teacher in Oregon, developing an instructional curriculum for role-based outcomes such as mandated by that state (i.e., parent, consumer, worker, citizen, etc.) will frame the required competencies in another fashion stressing the application of a competency in a "realife" milieu related to a particular role. Using Woditsch's perspective, it is the nature of the competencies and how they are taught and assessed, rather than the levels of education that produces the most significant distinctions between programs.

Goldhammer and Wetzel corral some definitions of CBE from other sources, just to expand the sense of chaos. Here are a few.[5]

David Ainsworth

> ". . . (it) refers to an instructional system where students are given credit for performing to a pre-specified level of competency under pre-specified conditions."

Robert Howsam

> ". . . essentially they are saying that all learning is individual, is goal-oriented . . . that the teacher-learner process is facilitated if the teacher knows what he wants the learner to learn and the learner is aware of precisely what is expected of him or what he expects of himself . . . the learner or teacher is more likely to do what is expected of him and what he expects of himself if he is accountable for doing what he undertakes."

J. Michael Palardy
and James Eisele

> ". . . (student) must be able to demonstrate mastery or attainment of specific criteria . . . stated so that they include areas in cognitive, affective and psychomotor domains and encompass all phases of education, from the primary to the graduate."

Others are not so certain that the above components serve to describe the CBE phenomena.

Shiela Huff

> ". . . If one examines all educational institutions or programs that call themselves 'competency-based' there is no uniformity . . . activities of CBE institutions do not differ in kind from the activities of traditional institutions. Saying that a program is 'competency-based' tells no more about what a program might look like than saying a program is 'traditional.'"

Walter Hathaway

> ". . . there is no common agreement about what competency-based education is . . . nevertheless, we would seem to invite communication problems if the coined term 'competency-based education' is allowed to embrace without distinction everything from Maryland's proposed program requiring minimal reading levels of standardized tests as a basis for promotion beginning in the second grade, to the joint classroom and clinical competency-based law program at Antioch College."

Not shying away from concocting his own definition, Hathaway offers that

> ". . . competency-based education is a performance oriented process of educating which has a content bias or orientation toward extra-school, high social utility, life functional outcomes."

But the single most commonly cited definition is one proposed by Bill Spady[6] that is derived from six critical elements essential, he believes, to competency-based education. CBE is:

> ". . . a data-based, adaptive, performance-oriented set of integrated processes that facilitate, measure, record, and certify within the context of flexible time parameters, the demonstration of known, explicitly stated, agreed upon learning outcomes that reflect successful functioning in life roles."

Central to his thesis are these six components. Learning outcomes must be explicit with regard to criteria and agreed upon by those involved, and known by all; time must be used flexibly, providing multiple opportunities for both instruction and assessment; instruction must facilitate all students' opportunity to reach certification standards; measurement must be frequent and criterion-referenced; and certification must depend solely on demonstration of outcomes. Program adaptability is necessary to provide a sensitive management system which provides data to fine-tune the system in the interests of encouraging student achievement.

From another viewpoint, Goldhammer and Wetzel[7] argue that competency-based education is basically an instructional strategy that assumes different programmatic forms in different contexts. They identify, however, five common components to the design and development of competency-based instructional programs. These include the identification of suitable objectives or competencies; the use of diagnosis; the selection of instructional methods; and the employment of evaluation and certification. Further, they note that these components can be arrayed along a continuum from traditional to non-traditional practice. Traditional subject matter, they claim, can be presented in a competency-based mode. Other theorists would disagree, maintaining that whenever time is held constant, the program is not competency-based.

Regardless of the form it takes, proponents of the competency-based educational approach might agree that their terminal objective is a common one - to matriculate competent graduates regardless of the context of the educational program. Woditsch[8] cites both the traditional and radical possibilities of pursuing this objective using a CBE approach.

> "When it (CBE) makes this proposal with an eye toward behaviors and roles currently sanctioned by society, CBE does not differ overly much from our better traditional examples of vocational education. The task is one of shaping students in accord with some societal blueprint. But when CBE proposes graduates who are capable of leading productive lives in a radically changing world, whatever the blueprint, it sets its foot where there is no path."

This cautionary note and the inferred implications constitute an observation, perhaps even a warning, that is largely ignored as CBE activities proceed apace.

A flavor of these varying activities follows. Examples of activities that apply CBE-like principles to adults exist in several arenas, including colleges, and business and industry. Practices of minimal competency testing in public schools is beyond the scope of this paper. Unfortunately, the fine work done in the military is too extensive to report here, as well.

College-Level Practice - Generic Skills Focus

An excellent resource for a comprehensive analysis of college-level practice in CBE/CBAE is found in a recent book by Gerald Grant, et al.[9] Probably the most advanced efforts at the college level occur at Alverno College in Milwaukee, Wisconsin, a four year liberal arts college for women. Demonstrated competence in eight liberal arts skills (communication, analysis, problem-solving, making value judgments, social interaction, and understanding and responding to the environment, the contemporary world, and the arts and humanities) is repeatedly validated in different settings as the basis for graduation. Each competence requirement is leveled and varies from simple to more complex behavior. A graduate must attain fourth-level competence in each area and at least one level-six achievement in one area. The college uses an assessment center model, using well-trained volunteers from a pool of more than 100 people, from business and industry, retired professionals, and alumnae who join faculty in evaluating performance and providing feedback to students. Applied performance tests, simulations, and "real" experience (i.e., serving on a city budget committee) are evaluated.

Another example of CBE practice is the College of Public and Community Service, at the University of Massachusetts, at Boston. This program[10] is an undergraduate competency-based, liberal arts program for urban adults already employed in, or planning a career in, public and community service. The college requires the demonstration of fifty competencies, in four areas. A variety of field-based educational experiences, workshops, directed study, independent work and more traditional courses are offered to build competence. In addition, transfer credit and prior experiences which can be properly documented that encompass competencies in the colleges' curriculum are recognized. The average age of the student population is in the mid-thirties. The average length of time a student spends earning a degree is 3.3 years.

Grant cites other colleges that are implementing CBE programs. Included are in-depth case studies of such examples as Alverno College in Milwaukee, the College for Human Services in New York City, Mt. Hood Community College in Gresham, Oregon, Florida State University, and College IV of the Grand Valley State Colleges in Grand Rapids, Michigan. There are descriptions too, of Sterling College in Kansas, of Mars Hill in North Carolina, and Antioch School of Law in Washington, D. C.

Grant's book is an excellent resource for those who are interested in the institutional changes that CBE requires. He spells out the difficulties and the achievements of colleges that elect to proceed with some, or many, aspects of competency-based education. Key impacts of CBE he notes are the changed focus of an institution's resources, from the best to the average and below-average student, because a higher proportion of faculty spends more time aiding marginal students (who would be automatically passed along in more traditional structures) to achieve mastery. This effort, if effective and substantiated with data, could help the CBE movement gain important public and legislative support. An important impact on students, Grant concludes, comes from new modes of assessment which, put to diagnostic use, used with student peers as assessors, used in self-assessment, and implemented with variable time and methods, seems to produce "non-defensive and modestly self-confident students." For the faculty, the impact centers around the initiation of a process of inter-disciplinary dialogue about the desired outcomes of a college education and the means to assess them. In addition, faculty and institutions become more "accountable" because they hold faculty responsible for teaching students certain outcomes. Yet there is a high mortality rate in college CBE programs, indicating the stress involved in such a major reform.

CBE Practice in Business and Industry - Job Competence Focus

One management and training consultant service with much experience in competency identification is McBer and Company, of Boston, Massachusetts, founded by David C. McClelland,* of Harvard. Their job competence assessment

*Some consider McClelland the "father" of the competency-based movement because of his classic article "Testing for Competence Rather than for Intelligence" in the American Psychologist, January, 1973. Others cite Robert White's earlier work, "Motivation Reconsidered: The Concept of Competence," Psychological Review, June, 1959.

techniques have been used to identify "water walkers," people who are so outstanding in their jobs that they seem to be able to do no wrong. Every employer's ideal employee, they are identified by a method of behavioral-event interviewing. Superior performers relate episodes in which they feel they have done their jobs very well and give examples of episodes in which they have flubbed up. Careful analyses of "star qualities" are distilled into sets of competences which set these workers apart from others. By using the critical incident interview, the McBer staff go beyond common job analyses, often a mere skills listing, to examine and identify the characteristics of the people who do a job best.

McBer has identified competencies for the United States Navy for every rank of officer from petty officer through captain. They have also identified competencies for sales professionals, developed a competency-based training program for engineering, marketing and manufacturing divisions of Fortune 500 companies, and have developed job-planning and feedback tools for a major computor equipment manufacturer. A recent article in Psychology Today[11] describes the efforts of this group, and reports at length on issues which confront this type of competency-based activity in an arena outside of education, but related to it because of its training potential.

The National Center for the Study of Professions in Washington, D. C. examines issues and concerns in the area of professional credentialing and licensing, activities which may be defined as the formal recognition of competence, in an effort to regulate the quality, number and kinds of individuals allowed to practice a profession. A recent study[12] notes that 2,000 occupations are regulated in some way, yet the credentialing system on which they rely usually lacks a research base for choosing indicators of competence, for designing measures to test for competence, or for demonstrating the relationship between the requirements for a professional credential and a competent discharge of one's duties.

Any review of competency-based practice in business and industry must include some mention of the assessment center concept. A recent publication, Assessment Centers: Theory, Practice and Implications for Education[13] prepared for NIE is a most comprehensive work. Douglas Bray, often called the father of assessment centers, describes their purpose as "providing an objective, off-the-job evaluation of the (person's) developed abilities, potential, strengths, weaknesses and motivation." To be considered an assessment center, the following characteristics are noted as minimal requirements: multiple assessment techniques including at least one simulation; use of multiple assessors, trained for their work; judgments made on pooled information; evaluation at a time removed from observation; and techniques that are used to evaluate qualities that have been predetermined. This review identifies 274 assessment centers in use in business such as aerospace, the airlines, the automotive industry, banks, chemical and drug companies, and federal and state agencies, to name a few.

The authors examine the need for assessment centers in education, citing student and faculty demand for experience with assessment centers prior to job search as one factor for promoting the concept, and second, a more powerful reason, that increased sophistication on the part of the employer in identifying and predicting successful employment may pressure education to define its intent and outcomes more clearly. Accountability pressures in education may finally exert influence on educators to document more precisely the benefits and outcomes of an educational experience, and employers would welcome this.

The importance of the assessment center movement in business is evident. CBA/CBAE observers and practitioners need to recognize that both the concepts of competency identification and instruction and competence assessment are becoming familiar in business and industry. This has implications for education at all levels. The need for linkages, dialogue, and exchange of ideas on practice are becoming necessary. How this exchange can be encouraged, and the advantages there might be to such linkages are intriguing to comtemplate. For starters, a national conference on linking information on CBE practice between education, business and industry is being planned for 1982 in January, in Boston. It will be hosted by the Bureau of Community Education and Adult Services of the Department of Education in that state. Information is available from that agency.[14]

Much more information about job competency assessment and competency-based practice is available in a report prepared for NIE by McBer and Company.[15]

Competency-Based Adult Education - Functional Skills Focus

Perhaps the Spady definition quoted earlier was too obscure for adult educators who have determined that, for them, competency-based adult education is best described as a "performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society."[16] As Kasworm[17] explains it, in its ideal state, CBAE has both specific program components (prescribed outcomes, pre- and post-assessment, functional literacy content, and certification of mastery), as well as specific program orientations, variable structures or processes, and an adult learner orientation. These are the features that, she claims, distinguish it as a unique educational program. Historically, it has emerged as a result of several factors.

In the 1970's, the federal legislative mandate in adult education expanded to extend concern for increasing literacy and educational attainment to include the completion of secondary school or its equivalent. Educationally disadvantaged populations became the focus of concern, and questions arose about the suitability of the traditional secondary curriculum and course-oriented academic instructional modes for adults who had failed this kind of schooling some time earlier in their lives. As a result, the United States Office of Education supported a study conducted by the University of Texas at Austin, in an effort to define "functional competence" needs of adults. The results of the study (Adult Performance Level, or APL),[18] extrapolated to the population at large, estimated that about 64 million adults might be functionally illiterate if measured by these techniques. This study was instrumental in causing massive changes in the content of basic skills knowledge taught and tested in adult education programs. The current focus on specific skills and on particular content identified in the APL study as important to adults, is reflected in the wealth of new materials available for instruction of adults.

As well, there has been a rethinking of the approaches of delivering service to populations in need, because traditional strategies (usually public school offerings similar in structure to those used for children) were estimated to reach only about 4% of the estimated 55 million adults without a high school credential.[19] Modifications were, and still are, needed to extend service, emphasizing flexibility, accessibility, individualization, and content relevancy.

The earliest of these new competency-based systems was the New York External High School Diploma Program,[20] supported initially by the Ford Foundation, at the Syracuse Research Corporation. The core of this non-instructional, external approach was assessment of defined basic skills competencies, using applied performance measures, administered by trained assessors. Pre-determined written criteria, and an extensive record-keeping system which supported learner responsibility for progress, permitted a high degree of flexibility, and open-entrance, open-exit system based on performance, not on time spent. The effects of these efforts towards competency-based instruction and assessment have had major impacts on the content and delivery of adult education nationwide.

CBAE Practice

Kasworm[21] cites three major models of practice and a variety of specialized functional competency research efforts. The three models she describes include (1) credential-oriented systems, which have external and nontraditional high school diploma programs; (2) linkage systems which may incorporate Adult Basic Education, English as a Second Language, prevocational and/or vocational education, pre-GED and/or GED programs, or job readiness programs; and (3) adaptions systems, which focus the functional literacy CBAE approaches to serve special populations.

Briefly, credentialing systems (some 23 states reporting activities at 105 sites) follow one of three basic models. There is the focused assessment model created only to assess and not to teach functional competencies. This model is based on assumptions that adults are able to select and use a variety of learning resources and learning styles to achieve or to demonstrate competency. Demonstration of competence is judged by trained assessors, using applied performance tests, in a system which tests for competence and diagnoses specific learning objectives to be attained, such as learning to compute the area of an equilateral triangle. Programs of this type use extensive counseling for diagnosis and prescriptions of learning needs, and they also "broker" educational services available to learners in the community. The transcript retained by cooperating school districts lists the verified competencies demonstrated to assessors as the sole criteria for receiving the high school diploma. It has no specific instructional program and no linkage with traditional Carnegie units.

Another type of credentialing model is illustrated by the Texas APL Competency-Based Diploma Program. It is essentially the same as the New York model from which it is derived, but has an extensive competency-based curricula system for instruction. Also, CALCOMP (the California Competency-Based Adult Diploma Program) is creating competency instructional packets to accompany its assessment system.

The third type of model is a combined system, a "hybrid," combining aspects of traditional secondary certification with functional competencies and novel delivery systems. Mastery of functional competencies is translated into Carnegie credits or units for the purposes of recording on transcripts. Examples are the New Bedford, Massachusetts program, MAECOM, in New Jersey (a statewide system) and The Oregon Adult Diploma model.

CBAE linkage systems, according to Kasworm, are those which adopt a life skills curriculum approach as they teach illiterate adults basic skills. They

are not total systems, because they do not certify, but instead link students to other programs which will bring their skills up to the level suitable for credentialing through some other kind of program. ABE/CBAE programs are variable, and are represented by efforts in Lancaster-Lebanon, Pennsylvania, and Worcester, Massachusetts. ESL programs are also adopting functional competencies along with instruction and assessment in more traditional skill and knowledge development. Vocational programs as well are modifying programs towards a CBAE approach.[22]

CBAE activities also are quite diversified in terms of adaption of the philosophies, and concepts of functional competence, competence-based instructional approaches, and variations on these themes for use with special populations. These include corrections education, with efforts in Texas, Missouri, and New York. Massachusetts is considering adopting the New York External Program for its inmates. The Adkins Life Skills[23] Program, a competency-based approach to employability for welfare clients, has been used in a number of settings in New York and other states. Projects to design and implement competency-based systems for other underserved groups include the mentally retarded adult, the occupationally or physically disabled, the elderly and the home-bound or institutionalized adult. Hard to reach groups (Eskimos, Native Americans, and inner city youth) are also the subject of efforts to develop new or adopt new curricula and strategies in CBAE modes.

Besides the wide varieties of practice, the field of adult education has produced quite a bit of research in the CBAE area, compared to that reported by other groups using CBE/CBAE. Two selected studies will be reported here, because they deal with the over-all use of CBAE, indicating the extent of the practice.

Research Findings

A study (1981) related to the use of CBAE practices in the field of adult education[24] was recently completed by Paul Taylor of City College of New York. He polled state directors in the fall of 1980 regarding the extent of their commitment to competency-based education approaches. A significant finding (N=50) was that the total dollar amount of funding for CBAE activities was over $2.3 million (FY 1980-81). Thirty-one (62%) states were funding projects through Section #310, "Use of Funds for Special Experimental Demonstration Projects and Teacher Training." Nineteen (38%) directors did not fund CBAE activities in that time period.

When directors ranked six selected issues in terms of the most-to-least difficult problem area related to CBAE implementation, the responses looked like this.

Rank	Problem	Mean
1	Identifying or determining competency needs of adults	3.04
2	Assessment instruments	3.14
3	Staff development/administrative and instructional needs	3.24
4	Finding support	3.46
5	Curriculum/learning materials	3.72
6	Record-keeping, reporting system	4.24

The preliminary analyses of this study indicates that identifyirg or determining competency needs of adults is a major problem for state directors of adult education. One could speculate that directors may perceive that existing studies (i.e., the Adult Performance Level study by the Office of Education and studies done by Texas, California and Pennsylvania) which identified competency needs of adults are flawed in some way and thus not applicable to their populations. However, adult education is one arena which has done some research on competency identification and the effectiveness of CBE activities.

Another study, titled "An Assessment of the State Administered Program of the Adult Education Act"[25] posed questions to 50 state directors asking them to indicate whether or not they are encouraging teachers to implement CBE/CBAE practices, and to indicate whether or not they were using the APL competency-based approach. Although thirty-five percent of directors reported that all of their projects were using CBE/CBAE approaches, few reported specific use of the APL program. Directors indicated a high percentage of teachers using CBE instruction, some 70%. The difficulty with such studies is that unless the questionnaires are checked to provide information, complete with operational definitions,[26] it is not clear what if any CBE conceptual framework people use to guide their answers.

The practices identified and these and other studies substantiate that there is a lot of something going on in adult education that is labeled CBAE. But we may have to wait until the dust clears to see what the effects may be.

Summary

This paper has attempted to place CBAE activities in a context;to frame it in the larger picture of CBE activities which are emerging, in a disorderly and unorganized fashion, in education and in industry. It is clear that no one brief paper can report on the variety of efforts which could be labeled "CBAE" because they endorse aspects of CBE and also serve adults. When "CBAE" is used to define only programs in adult education funded through the Federal Adult Education Act, the field narrows a bit and it is possible to get some perspective on CBE activities.

It is evident that many people in many arenas are "doing" outcomes-based instruction and assessment, regardless of the lack of a research base that confirms its effectiveness. Some gut instinct, some intuitive sense that CBE/CBAE must be better than what we are currently doing, drives on the phenomena. Practitioners in education and industry are involved in asking "what is competence?" and, having arrived at some operational decision peculiar to their circumstance, are proceeding to identify competences, teach to them, and assess them, using some new and novel approaches. Applied performance tests, simulation, in-baskets, product evaluation, and a host of other techniques are being used, unsophisticated perhaps, but a step away from the ubiquitous multiple choice test, which is significant in itself.

And there is confusion and wasted effort as, for example, faculty of open admissions colleges (and also elite universities), training directors in industry, military educators, and high school teachers all grapple with a similar problem, how to teach and assess adults in areas of reading, writing and math competencies without, of course, talking to each other, or to elementary school curriculum teachers, who might be of some help. Most importantly, there is no forum

for the exchange of practice and problems, successes and failures, no networks which encompass persons from these many arenas who have much to share with each other. Worse, there is little research on the effectiveness of the CBE/CBAE approach.

* * *

Yes, Bill Spady, the CBE bandwagon careens on. In fact, it is gathering speed - but the destination is unknown.

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Note: A recent addition to CBAE research is available from Jerry Lord, at NIE. "Competencies for Adult Basic Education and Diploma Programs; A Summary of Studies and Cross Reference of Results." In: APL Revisited; Uses and Adaptations in States. Contributors: Keller Fischer, J., Haney, W., and David, L. National Institute of Education, Washington, D. C., September, 1980. Contract #400-79-0036.